Supports Intensity Scale®

Virginia Respondent and SIS Introduction Training

March, 2014

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Developmental Disabilities

Presenters

- Kathy Varner, AAIDD SIS Senior Trainer

- Also joining
  - Jula He, SIS Training Coordinator with AAIDD
  - Cheri Stierer, Community Resource Manager-Division of Developmental Services, DBHDS
  - Sam Pinero, Program Manager, DD Waiver Unit

Welcome

- Things to cover today

    - What is the Supports Intensity Scale Assessment
    - How is it being used in Virginia
    - What to expect with the scheduling of the assessment
    - A Brief look at the assessment

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- Please type any questions that you have in the chat box. The questions will then be given to the presenter.

- We will go over questions at the end of the webinar.

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Who is AAIDD

- AAIDD -- American Association on Intellectual and Developmental Disabilities.

- AAIDD promotes progressive policies, sound research, effective practices, and universal human rights for people with intellectual and developmental disabilities.

- AAIDD is the world's oldest and largest interdisciplinary organization
- of professionals concerned with intellectual and related disabilities.
- Founded in 1876, AAIDD is a professional organization that promotes
- progressive policies, sound research, effective practices, and universal
- rights for people with intellectual and developmental disabilities.

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Supports Intensity Scale®

Supports Intensity Scale
Interview and Profile Form
Adult Version (ages 16 and up)

ID/TRACKING NUMBER

Name _____ LAST _____ FIRST _____ MIDDLE _____ Date SIS Completed
Address _____ ___/___/___
City, State, Zip _____ Date of Birth ___/___/___
Phone ___/___/___ Language Spoken at Home _____ Age _____
Individuals or Organizations Providing Essential Supports: Gender ☐ Male ☐ Female
Name _____ Relationship _____ Phone ___/___/___
Name _____ Relationship _____ Phone ___/___/___
Name _____ Relationship _____ Phone ___/___/___
Other Pertinent Information _____

Respondent Name   Relationship to Individual   Language Spoken
1. _____
2. _____
3. _____

Interviewer _____ Position _____
Agency/Affiliation _____ Phone ___/___/___
Address _____ Email _____

Reorder Information
To order additional forms, call 301/604-1340, or email aamr@pmds.com
Order number: #251—25 forms; #252—100 forms; #250—Manual + 25
forms; #253—Manual only.

James R. Thompson, PhD   David A. Rotholz, PhD
Brian R. Bryant, PhD   Robert L. Schalock, PhD
Edward M. Campbell, PhD   Wayne P. Silverman, PhD
Ellis M. Craig, PhD   Marc J. Tassé, PhD
Carolyn M. Hughes, PhD   Michael L. Wehmeyer, PhD

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Module 1: Introduction and Rationale for the SIS

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What is The Supports Intensity Scale?

A standardized assessment designed to measure the pattern and intensity of supports a person (16 years and older) with intellectual disabilities requires to be successful in community settings.

Where did it come from?

Developed by AAIDD over 5 year period from 1998 to 2003 in response to changes in how society views and relates to people with disabilities. Released in 2004.

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Strengths of SIS

1. **Normed** with over 1,300 culturally diverse people with intellectual disabilities, ages 16-72, in 33 states and 2 Canadian Provinces.

2. SIS is not an adaptive behavioral scale. Assessment tools of the past focused on skill deficits - what the person can't do. The SIS is Strength Based. SIS reflects a **new way of thinking** about assessment, focusing on the support needs, not deficits.

3. The Reliability and Validity of the SIS has been repeatedly demonstrated by research published in peer-reviewed journals.

4. The SIS is consistent with the **values** of community inclusion, self direction, individual choice/control, and person-centered services.

5. **It WORKS**! The ability of the SIS to measure, with precision, the intensity of support needs for a given person relative to others with similar disabilities has been repeatedly verified over time.

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Why SIS Makes Sense

- SIS reflects a **new way of thinking** about assessment, focusing on the support needs of the individual, not his/her deficits.

- SIS is **comprehensive**. It evaluates the pattern and intensity of needed supports in 6 Life Activity Domains (common to ALL persons), in protection and advocacy activities, and in exceptional medical and behavioral support needs.

- SIS **involves the individual** as a vital source of information.

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How is the SIS Used?

- **Individual Planning:** *Measures needs in a way that can be useful when planning supports.*

- **Outcome Measurement:** *Measures changes in support needs over time*

- **Training:** *Used to foster system values of inclusion, self-direction, and personal choice.*

- **System Planning/Resource Allocation:** *Quantifies the individual's support needs relative to others with the same disabilities nationally, within a state or in a program. This aspect has been found helpful in both system planning and resource allocation.*

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SIS® Worldwide

Andorra	Canada	France	Japan	Spain
Argentina	Chile	Iceland	Mexico	Taiwan
Australia	Columbia	Ireland	Netherlands	United States
Belgium	China	Israel	Portugal	
Brazil	Czech Republic	Italy	South Korea	

In Use State Wide

In Use at the County or Provider Level

Under Consideration for State Wide Use

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SIS® in North America

In Use State Wide

In Use at the County or Provider Level

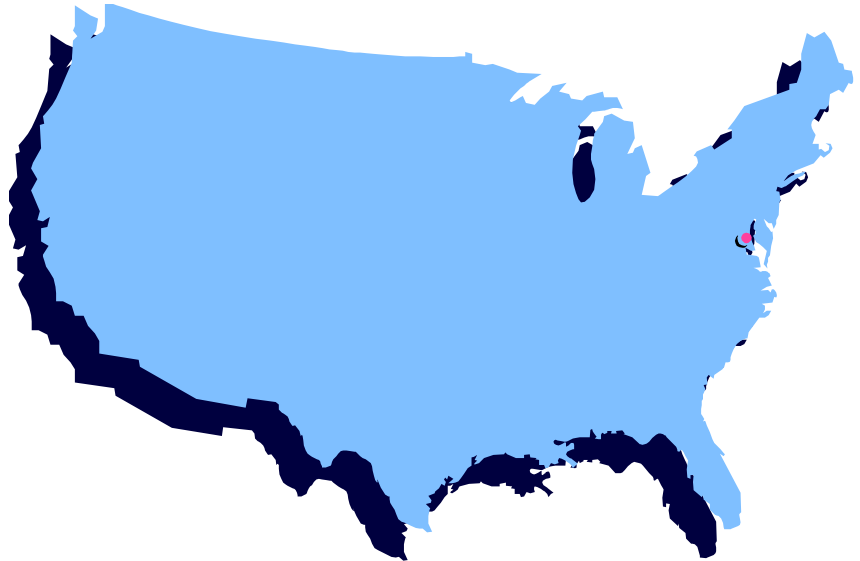**Under Consideration for State Wide Use**

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Other states who currently use or are planning on using a 3rd party contractor

- ***North Dakota***
- ***Pennsylvania***
- ***Tennessee***
- ***South Carolina***
- ***Maryland***
- ***New Mexico***

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Why is AAIDD facilitating assessments in Virginia?

- Conducting pilot to assist with rate study

- Pilot consists of over 1400 (300 DDW) assessments before June 30, 2014

- Facilitating assessments for Children and Adults

- Assessments will be conducted in future for all DDW participants

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What SIS Provides

- Direct, reliable, and valid measure of supports needed across life areas

- Evaluation of the impact of significant medical and behavioral conditions

- A way to present the individual's support needs in comparison to a national sample of adults with developmental disabilities

- Help in planning for individualized supports and services

- Information useful in developing individual budgets/resource allocation

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What does the SIS Measure?

The SIS measures the ***support*** a person needs to be ***successful*** in various life activities

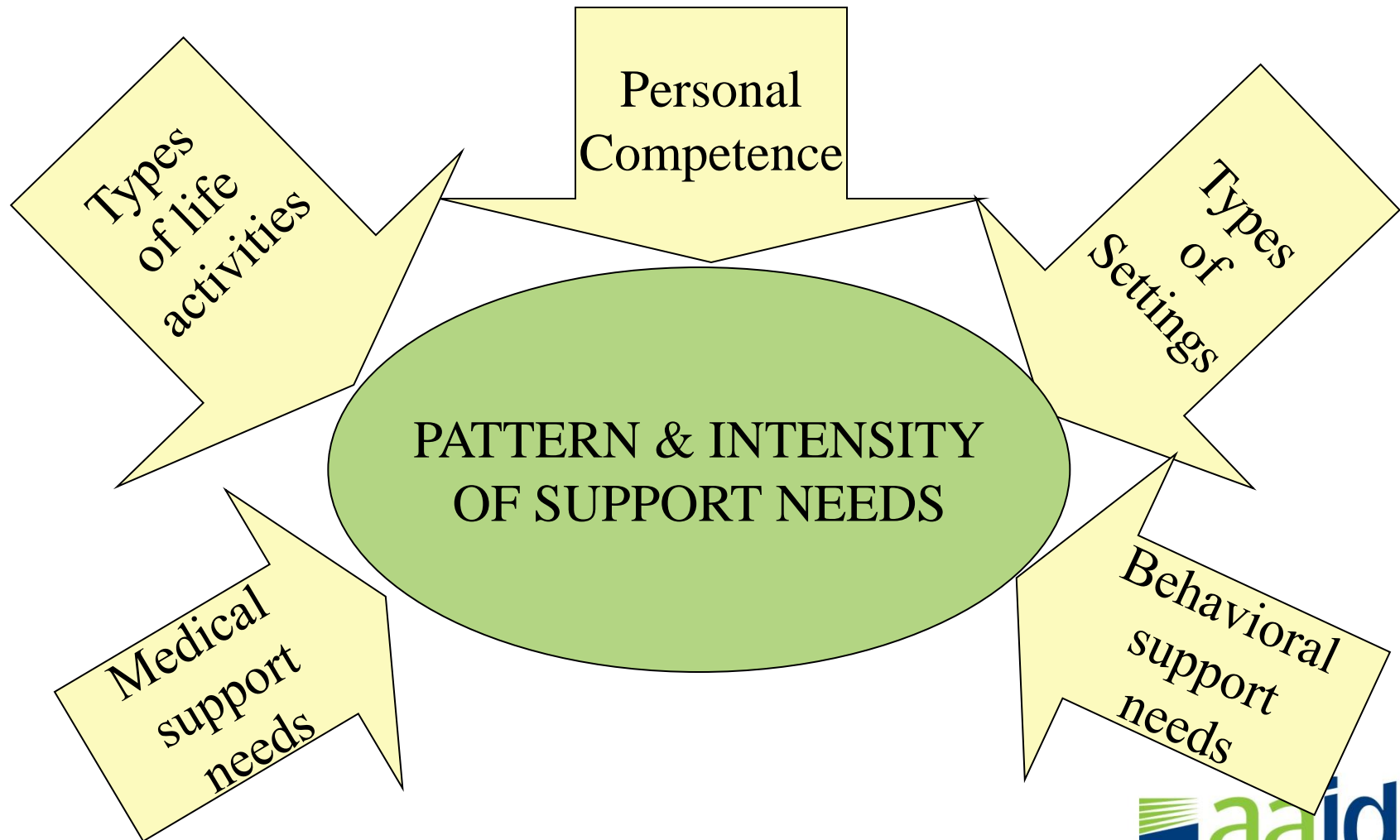## ***Support can be natural or paid***

What it *doesn't* measure:

Deficits (what the person can/can't do)

The services that others are currently providing

to the individual

Diagnosis

Major Influences on Needed Supports

Types of life activities

Personal Competence

Types of Settings

PATTERN & INTENSITY OF SUPPORT NEEDS

Medical support needs

Behavioral support needs

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TIP: "To Be Successful"

"Successful engagement" in an activity entails a **level** of performance, involvement, and participation in an activity that is comparable to that of typically functioning people without disabilities.

What SIS Measures

Individual Being Assessed:

Expectations

Responsibilities

Involvement in the activity

SIS

measures

the difference

1. **Type of Support**
2. **Frequency of Support**
3. **Daily Support Time**

Standard of a a Person of Your Age in Your Community:

Expectations

Responsibilities

Involvement in the activity

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How are SUPPORTS measured?

2 Rating Keys

I. Exceptional Medical/Behavioral Supports Needs

- No Support Currently Needed
- Some Support Currently Needed
- Extensive Support Currently Needed

II. Life Activities/Domains

- Type of Support
- Frequency of Support
- Daily Support Time

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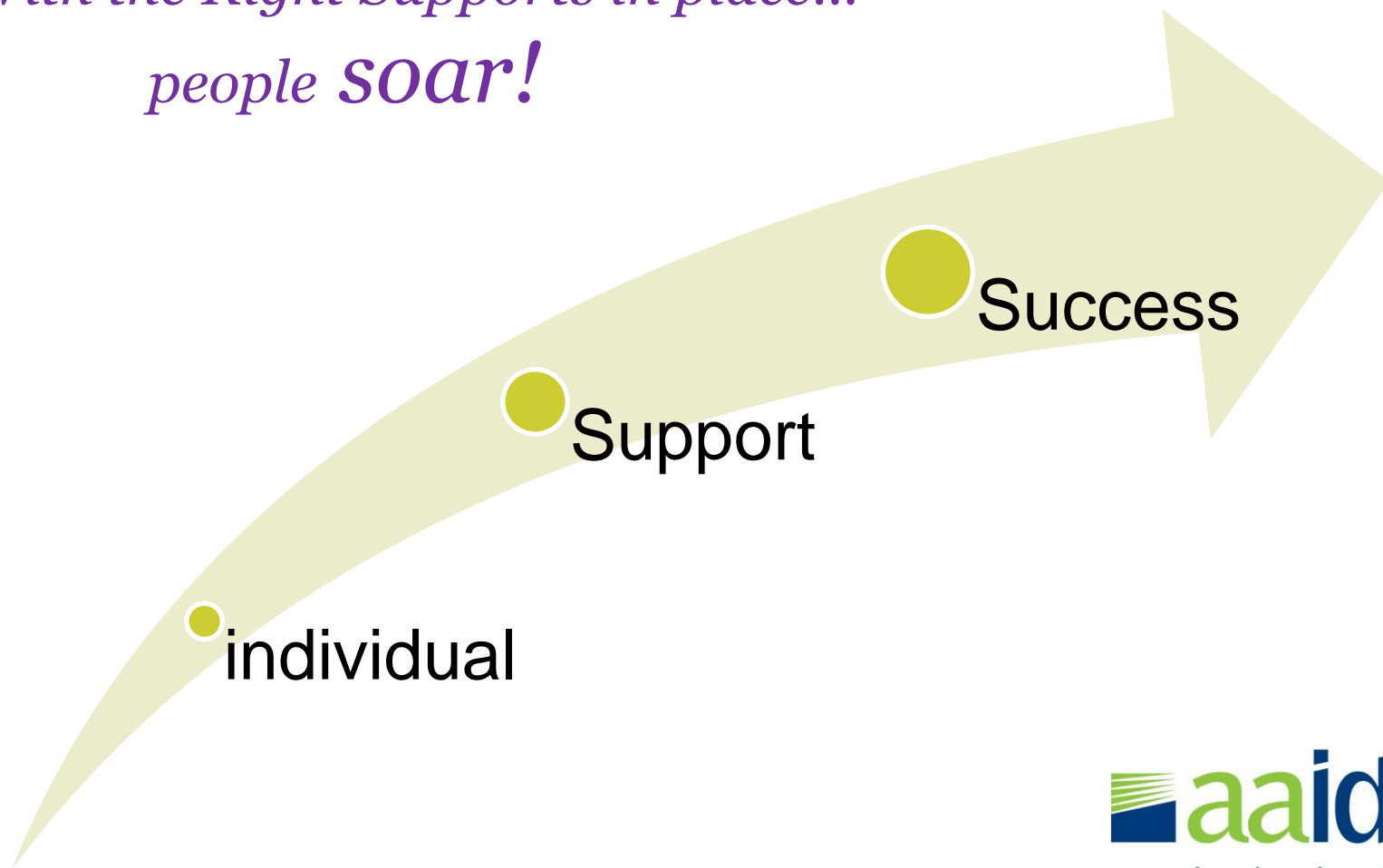on Intellectual and
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Support Needs Ratings
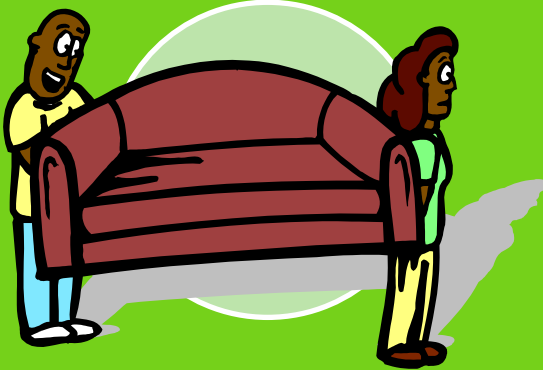
These ratings are used in Sections 1 and 2

- **Type of Support** (What type of support is needed?)

  0 – 4 (None … Full Physical Assistance)

- **Frequency** (How often is the support needed?)

  0 – 4 (< monthly… hourly)

- **Daily Support Time** (When needed, how much time is required for the support?)

  0 – 4 (None … > 4 hours)

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Supported Success

With the Right Supports in place…
people **soar!**

Success

Support

individual

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SIS Ratings Work Together to Tell a Story

Type of Support

Frequency
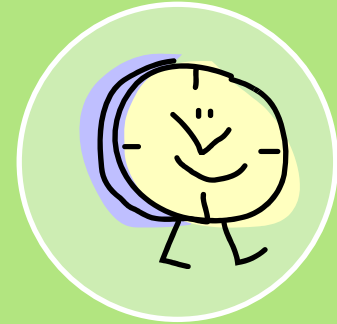
Daily Support Time

What to Expect in the next few months

- Contact by AAIDD Scheduler
- Participate in the assessment

Region 1	Region 2	Region 3	Region 4	Region 5
Harrisonburg-Rockingham Northwestern Rappahannock-Rapidan Valley Central Virginia Region 10 Rockbridge	Arlington Middle Peninsula-Northern Neck* Prince William Rappahannock Area* *outside region Alexandria Fairfax-Falls Church Loudoun	Alleghany Highlands Blue Ridge Cumberland Highlands New River Valley Danville-Pittsylvania Dickenson Mt. Rogers Piedmont Planning District 1	Hanover Henrico Richmond Southside Chesterfield Crossroads District 19 Goochland-Powhatan	Eastern Shore Portsmouth Virginia Beach Western Tidewater Chesapeake Colonial Hampton-Newport News Norfolk

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Scheduling of Assessments

- An AAIDD scheduler will contact the CM and/or other respondents to arrange for a time/location for the assessment. Scheduling will start soon

- Times/Locations can be flexible – depending on what is convenient for the respondents.

- Guardians should be invited

- Individual should participate or meet the interviewer

Supports Intensity Scale

- Administration Time: 2 – 3 hours (Generally), but the time can vary

- All questions must be asked and answered

- SIS assessments are "semi-structured"

- The SIS assessment consists of the interviewer and 2 – 4 respondents who know the individual well

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Who are the AAIDD Interviewers?

- Generally come from other states or Canada

- Experience in the field

- Passed a rigorous training schedule

- Pass Interviewer Reliability and Qualification Review Sessions

- Demonstrate Proper Interviewing Techniques

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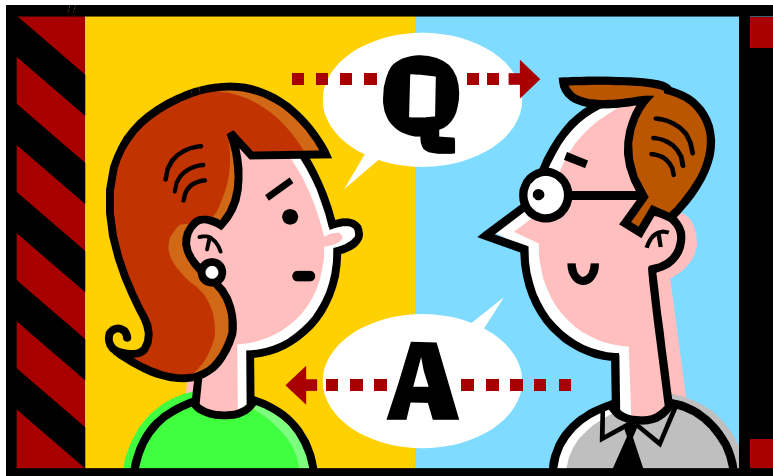
Roles & Responsibilities

- The SIS Interviewer will:
  - Facilitate the interview
  - Know the intent of all items
  - Keep to the SIS definition of success
  - Apply clinical judgement to assist the team in reaching the final rating

The SIS interviewer is part of the team

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Who is a SIS Respondent?

- Known the person being evaluated for at least 3 months

- Have observed the person in one or more environments for substantial periods of time (parent, staff, job-coach, teacher, self, case manager, etc)

Roles & Responsibilities: Respondents

- Be the EXPERTS on the individual's support needs
- Present accurate information
- Honestly consider the individual's support needs
- Provide perspective and justification for a score

A Look at the Assessment

Questions?

Additional information

- www.aaidd.org

- https://www.dbhds.virginia.gov

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